



## MARY L DINKINS CHARTER

124 Gregg St  
Bishopville, South Carolina

<b>Grades</b>	K-12 Elementary School	
<b>Enrollment</b>	118 Students	
<b>Principal</b>	Ennis Bryant	803-483-3000
<b>Superintendent</b>	Dr. Wayne Brazell	803-734-8322
<b>Board Chair</b>	Don McLaurin	803-603-1441

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>At-Risk</b>	<b>At-Risk</b>
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

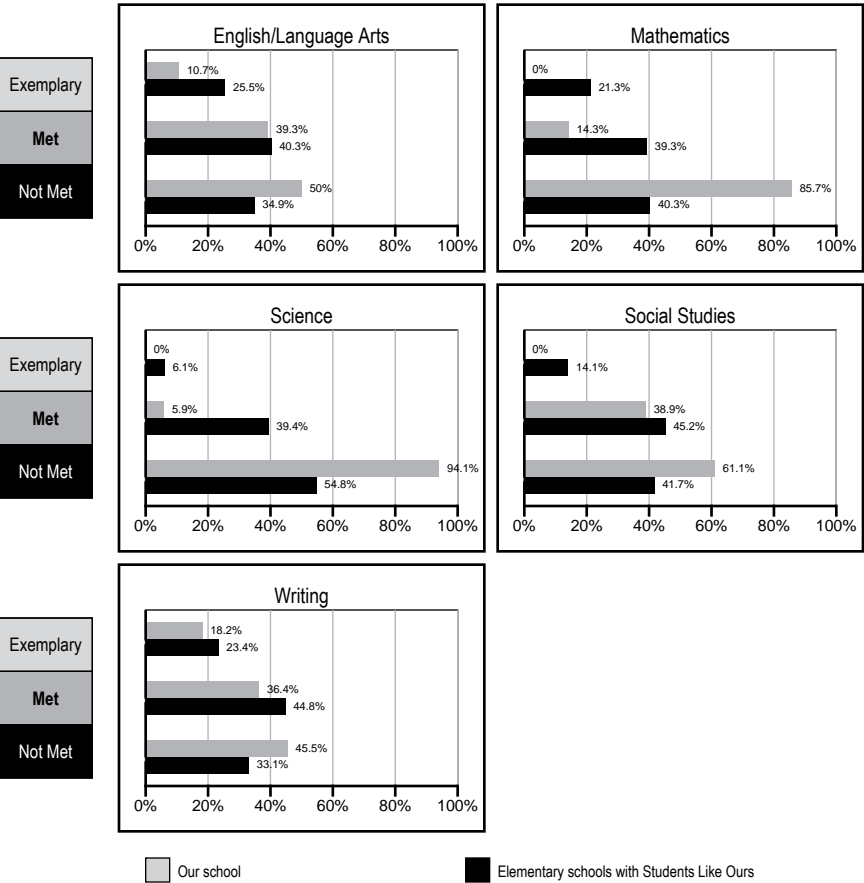
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	55	38	18

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=118)</b>				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	0.0%	N/A	1.5%	1.1%
Attendance rate	99.9%	N/A	96.1%	96.2%
Served by gifted and talented program	0.0%	N/A	4.9%	13.4%
With disabilities other than speech	15.0%	N/A	4.4%	4.1%
Older than usual for grade	8.7%	N/A	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
<b>Teachers (n=11)</b>				
Teachers with advanced degrees	63.6%	N/A	61.1%	62.5%
Continuing contract teachers	72.7%	N/A	80.0%	88.2%
Teachers returning from previous year	N/A	N/A	84.5%	87.8%
Teacher attendance rate	99.6%	N/R	95.3%	95.2%
Average teacher salary*	N/A	I/S	\$44,959	\$46,773
Professional development days/teacher	9.9 days	N/R	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	6.0	N/R	3.0	4.0
Student-teacher ratio in core subjects	11.0 to 1	N/R	17.5 to 1	19.9 to 1
Prime instructional time	98.8%	N/R	90.1%	90.4%
Opportunities in the arts	Poor	N/R	Good	Good
SACS accreditation	No	N/R	Yes	Yes
Parents attending conferences	96.9%	N/R	100.0%	100.0%
Character development program	Average	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$8,515	\$7,447
Percent of expenditures for instruction**	N/A	N/A	67.3%	68.4%
Percent of expenditures for teacher salaries**	N/A	N/A	63.8%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Report of Principal and School Improvement Council

The Board of Directors of MLD Higher Learning Academy would like to congratulate its students, teachers, parents and staff on a very difficult but successful year! We would also like to thank the South Carolina Public Charter School District for working so diligently this year. We know that with the district's continued support MLD Higher Learning Academy will raise to the top.

MLD Higher Learning Academy is in compliance with the state charter school law and with our charter contract with the South Carolina Public Charter School District. The school graduated its first twelfth grade class this year. The school is operating financially sound and is continually renovating our new facility which we so proudly occupied this school term. MLD Higher Learning Academy will continue to be led by, Mr. Ennis Bryant, Sr. In addition, the school maintains an impressive list of teachers. Teachers and students worked hard all year. The students, led by our capable staff, have provided community outreach events in various ways, thus fulfilling the mission of our school.

We feel positive about the growth and development of our new school. We feel that we have successfully touched the lives of many of our students and parents.

MLD Higher Learning Academy is a community based charter school which will be serving K4 through 8th grade during the 2011-12 school term. Because MLD is a community-based school, its programs are tailored directly to the expressed needs of the community. MLD aims to provide education that is "holistic" and "experiential". We focus on presenting activities that keep children focused on their studies and fully engaged in their achievement. At MLD, children get an education that is "innovative" and "progressive." Our children deserve a free 21st century education and MLD Higher Learning Academy will provide just that: a quality education that will enable students to be highly competitive, successful members of a global society.

MLD Higher Learning Academy's mission is to work in partnership with parents, teachers and elders of the community to ensure an academically challenging, developmentally appropriate, experiential, holistic, child-centered education to all young people. We nurture a passion for learning that will last a lifetime as we challenge our students to discover their individual gifts, to honor their inner worth, to strive for excellence, to pursue respectful and ethical relationships among themselves and others, and to find their path in life. We will accomplish our goal by establishing academic excellence, providing a moral focus and obtaining parental involvement.

Thank you for having a successful seven years. We know that with your assistance, we will continue to have a positive impact on the educational scene in Lee County.

Elijah Dinkins, Board Chairman  
Benita Robinson, Executive Director  
Ennis Bryant, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 4 out of 11 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	RP
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	9.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	20.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	82.4%	0.0%	No
Student attendance rate	99.9%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	50	94	59.1	29.5	11.4	50	83	82.4	No	No
<b>Gender</b>										
Male	16	93.8	N/AV	N/AV	N/AV	33.3	79.7	78.7	N/A	N/A
Female	34	94.1	51.7	31	17.2	58.6	86.3	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	10	I/S	I/S	I/S	I/S	I/S	85.6	88.9	I/S	I/S
African American	40	92.5	62.2	32.4	5.4	40.5	72.3	72.9	I/S	No
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	91.5	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.8	83	I/S	I/S
<b>Disability Status</b>										
Disabled	11	81.8	I/S	I/S	I/S	I/S	52.8	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	48	93.8	58.1	30.2	11.6	51.2	75	75.4	No	No

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	50	98	N/AV	N/AV	N/AV	28.3	73.1	81.9	No	Yes
<b>Gender</b>										
Male	16	100	N/AV	N/AV	N/AV	18.8	72.5	79.9	N/A	N/A
Female	34	97.1	N/AV	N/AV	N/AV	33.3	73.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	10	I/S	I/S	I/S	I/S	I/S	76.5	88.9	I/S	I/S
African American	40	97.5	N/AV	N/AV	N/AV	25.6	58.8	71.4	I/S	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.9	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	82.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	11	90.9	I/S	I/S	I/S	I/S	43.1	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	48	97.9	N/AV	N/AV	N/AV	28.9	62.9	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	31	96.8	85.7	10.7	3.6	14.3	64	68.6
<b>Gender</b>								
Male	7	I/S	I/S	I/S	I/S	I/S	64.3	68.3
Female	24	95.8	81	14.3	4.8	19	63.6	68.9
<b>Racial/Ethnic Group</b>								
White	8	I/S	I/S	I/S	I/S	I/S	69.5	80.7
African American	23	100	N/AV	N/AV	N/AV	N/AV	42.5	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.1	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	52.6	70.8
<b>Disability Status</b>								
Disabled	6	I/S	I/S	I/S	I/S	I/S	37.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	30	100	85.7	10.7	3.6	14.3	50.5	57.3

<b>Social Studies</b>								
All Students	31	96.8	N/AV	N/AV	N/AV	31	62.8	72.5
<b>Gender</b>								
Male	11	100	N/AV	N/AV	N/AV	27.3	62.6	72
Female	20	95	N/AV	N/AV	N/AV	33.3	63.1	73.1
<b>Racial/Ethnic Group</b>								
White	5	I/S	I/S	I/S	I/S	I/S	65.9	81
African American	26	96.2	N/AV	N/AV	N/AV	28	49.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.1	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71.2	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	56.3	73.5
<b>Disability Status</b>								
Disabled	6	I/S	I/S	I/S	I/S	I/S	31.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	30	96.7	N/AV	N/AV	N/AV	32.1	49.6	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	15	100	42.9	42.9	14.3	57.1	70.3	73.2	99.9	97.4
Gender										
Male	5	I/S	I/S	I/S	I/S	I/S	64	67.2	99.9	97.4
Female	10	I/S	I/S	I/S	I/S	I/S	76.6	79.4	99.9	97.4
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	72.7	81.5	99.9	97.6
African American	13	100	46.2	38.5	15.4	53.8	61.4	61.3	99.9	96.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	87	N/A	98.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	75	66.7	N/A	97.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	50	72.2	N/A	96.8
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	29.9	26	99.9	97
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	N/A	84.9
Socio-Economic Status										
Subsidized meals	13	100	38.5	46.2	15.4	61.5	57.5	63.2	99.9	97.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	11	81.8	I/S	I/S	I/S	I/S
	4	8	I/S	I/S	I/S	I/S	I/S
	5	11	100	45.5	45.5	9.1	54.5
	6	12	100	83.3	8.3	8.3	16.7
	7	4	I/S	I/S	I/S	I/S	I/S
	8	4	I/S	I/S	I/S	I/S	I/S

Mathematics

2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	11	90.9	I/S	I/S	I/S	I/S
	4	8	I/S	I/S	I/S	I/S	I/S
	5	11	100	N/AV	N/AV	N/AV	27.3
	6	12	100	N/AV	N/AV	N/AV	16.7
	7	4	I/S	I/S	I/S	I/S	I/S
	8	4	I/S	I/S	I/S	I/S	I/S

Science

2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	5	I/S	I/S	I/S	I/S	I/S
	4	8	I/S	I/S	I/S	I/S	I/S
	5	6	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	4	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	6	I/S	I/S	I/S	I/S	I/S
	4	8	I/S	I/S	I/S	I/S	I/S
	5	5	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	4	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S
Writing							
2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	11	100	45.5	36.4	18.2	54.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	4	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample